

Church Langley Pre school

Inspection report for early years provision

Unique reference number

EY296210

Inspection date

12/07/2011

Inspector

sue rogers

Setting address

Church Langley Primary School, Church Langley Way,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Church Langley Pre-school is privately run. It was registered in 2004 and operates from two rooms in a demountable building at Church Langley Primary School in Harlow, Essex. There are three steps at the front of the building and ramps for easier access. The setting serves the local area.

A maximum of 40 children may attend the setting at any one time. The setting is open each weekday during term time, from 9am until 12noon, with an optional lunch club from 12noon until 1pm. All children share access to a secure, enclosed, outdoor play area. There are currently 44 children aged from three to four years on roll. Of these, 28 children receive funding for nursery education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language.

There are seven members of staff who work with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 3, two hold NVQs at level 4 and one member of staff is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this well attended and popular setting. Parents are included throughout all aspects of their child's development and the setting works well with partner agencies. All children are included in activities as staff have a good appreciation of their individual abilities. The premises, activities and resources are mostly used effectively to help promote children's learning and enjoyment. Most of the procedures are effective in ensuring children are kept safe and all staff have a good understanding of safeguarding issues. The system for measuring the success of the setting is progressing well and includes the opinions of parents, children and staff and through this the setting demonstrates that there is a good capacity for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment record clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 12/08/2011

To further improve the early years provision the registered person should:

- develop further the outdoor environment to offer children greater opportunities to explore, use their senses, and be physically active.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and have extended their knowledge through attending recent child protection training. There are effective procedures in place to ensure adults caring for children and having unsupervised access to them are suitably vetted, qualified and experienced. Records, policies and procedures are mostly in place to protect children's needs and are regularly reviewed. Although regular checks are made of the premises, the risk assessment does not state when it was carried out and by whom, which is a requirement. The well-motivated staff team supervise children well and give good priority to keeping children safe through careful vigilance and explanations. Through this children learn to take responsibility for their own safety.

The key worker system works well, ensuring that staff know the children well and plan effectively for their development. The indoor environment provides planned, purposeful play and exploration, which encourages children's learning and development. However, the outdoor space, which is popular with children, currently does not include a sufficiently broad range of opportunities for children to fully explore and use their senses.

Parents are kept well informed about the provision and about all aspects of their children's achievements and progress through the effective partnerships. The setting supports children's transitions well as they move to primary school. Visits to the different school are facilitated which promotes children's confidence. Parents speak positively about the setting and are actively encouraged in supporting their children's learning. There are good systems in place to support children who have special educational needs and/or disabilities and who speak English as an additional language. The committed staff group are united in their approach as they support children's learning and work well together. Self-evaluation is becoming securely embedded and involves the views of staff, parents and children. The setting works well with outside agencies and is able to access a range of support methods that further enhance children's care and raise their outcomes.

The quality and standards of the early years provision and outcomes for children

Children enjoy their activities at this popular setting. Observations and assessments of what the children do and like are used to inform planning, which extends children's learning. This contributes towards their learning journeys which are well presented. Children are encouraged to voice their opinions throughout the sessions as staff are skilled in asking questions that provoke children's further

discussion. Time is allocated during sessions so that children can discuss what they have enjoyed doing and what they would like to do in the future. This enables staff to plan activities that closely meet individual children's needs and encourages children's confidence.

Children create images using toy dough and extend their creativity by describing what they have made. They use a range of paints and mix colours directly onto some paper while watching how they make a range of shades. They practise drawing recognisable shapes and letters, which supports their early writing skills. Children are recognising their names as they register and sit together at snack time. This activity has been further expanded as children are now recognising their family names. A well stocked and comfortable book corner encourages children to enjoy reading activities. Children have a good appreciation of healthy lifestyles as they enjoy snacks of fruit and pitta bread and eat their packed lunches with other children. They pour their own drinks of water, which promotes their self-help skills and independence. Children who have recognised medical needs receive good care as staff have completed training provided by a health professional. Children have a good understanding of staying safe as they are supervised well at all times, know that they must listen to staff and take care of themselves and their environment.

Children enjoy singing traditional songs in a group at circle time and confidently accompany themselves with percussion instruments as they sing independently. The programme for problem solving, reasoning and numeracy is well considered. Children are recognising numerals, and are learning how to add and subtract numbers. This enables children to make sense of their environment as they count the number of children in the group as they arrive and leave the building. Generally children behave well and are learning to take responsibility for their actions by considering others while they play and by forming firm friendships. They recognise their play is enhanced when they include others, which promotes their feelings of safety. They skilfully use tools and wheeled toys as they use the outdoors and devise imagined scenarios which develops their communication skills. They creatively use waffle blocks as they create recognisable shapes that include the shape of a sea horse.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met